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GUIDELINES FOR THE PREPARATION OF OFFICE OCCUPATIONS TEACHERS.

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DESCRIPTORS- *OFFICE OCCUPATIONS, *TEACHER EDUCATION, *GUIDELINES, *CLINICS, *INFORMATION DISSEMINATION,

THESE GUIDELINES WERE DEVELOPED THROUGH THE ACTIVITIES OF THE OFFICE OCCUPATIONS TEACHER EDUCATION CLINICS HELD IN 1966. THE PURPOSE OF THESE GUIDELINES WAS TO ESTABLISH RECOMMENDED MINIMUM WORK EXPERIENCE REQUIREMENTS, GENERAL AND VOCATIONAL EDUCATION COURSES, AND LEVELS OF SUBJECT MATTER COMPETENCIES. THEY ALSO DESCRIBE THE QUALITIES AND COMPETENCIES WHICH TEACHERS SHOULD POSSESS AS WELL AS THE PROCESSES FOR ACHIEVING THESE GOALS. PRELIMINARY SUGGESTIONS FOR 20 GUIDELINES WERE REVIEWED AT A PLANNING CLINIC HELD FOR 52 PARTICIPANTS SELECTED FROM CITY AND STATE SUPERVISORS OF OFFICE EDUCATION, TEACHER EDUCATORS, AND CONSULTANTS. THE SUGGESTED GUIDELINES THAT WERE PRESENTED BY THE CONSULTANTS WERE DISTRIBUTED TO APPROXIMATELY 1,200 CITY AND STATE SUPERVISORS AND BUSINESS TEACHER EDUCATORS WHO WERE REQUESTED TO OFFER THEIR SUGGESTIONS. THE GUIDELINES WERE REVISED AT NINE REGIONAL CLINICS TO INCORPORATE SUGGESTIONS MADE BY BUSINESS EDUCATORS, WERE FURTHER REVISED AT A NATIONAL CLINIC, AND WERE EDITED INTO A SET OF 19 GUIDELINES. THESE GUIDELINES ARE PRESENTED IN THIS REPORT IN FORM TO BE USED FOR OVERHEAD PROJECTION. (AL)

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GUIDELINES FOR THE PREPARATION OF OFFICE OCCUPATIONS TEACHERS

Prepared by

Division of Vocational & Technical Education

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INTRODUCTION

The following report is the result of a series of OFFICE OCCUPATIONS TEACHER EDUCATION CLINICS in which 19 suggested guidelines were developed for THE PREPARATION OF OFFICE OCCUPATIONS TEACHERS.

The Clinics were funded through the U.S. Office of Education, for $39,176 from the periods January 1, 1966 to July 31, 1966, Project No. 6-1522-1-32. The Fiscal Agent was Wayne State University; the Project Director was Dr. Fred S. Cook, Chairman, Department of Business and Distributive Education, Wayne State University, Detroit, Michigan.

DEVELOPING THE GUIDELINES

Under the Vocational Education Act of 1963, provision was made for initial, refresher, and upgrading programs in vocational education in the office occupations. The activities of the OFFICE OCCUPATIONS TEACHER EDUCATION CLINICS were designed to support the program authorized, defined, and encouraged by the Act.

Today, the office worker organizes data for decisions, supervises and controls activities, coordinates activities and provides for communication of information. No decision can be better than the information upon which it is based, and the office worker provides and processes the needed data. Office automation is changing the speed and the methods of doing office work. The day of the quill pen is gone; the day of the printout is here.

Office occupations education, a part of business education, is designed to provide training for the following occupations:

Accounting and Computing Occupations
Business Data Processing Systems Occupations
Filing, Office Machines, and General Office Clerical Occupations
Information Communication Occupations
Materials Support Occupations: Transporting, Storing, and Recording
Personnel, Training, and Related Occupations
Stenographic, Secretarial, and Related Occupations
Supervisory and Administrative Management Occupations
Typing and Related Occupations
Miscellaneous and Office Occupations not elsewhere classified

Office occupations education programs provide preparatory and supplementary education to all persons who want and can profit from them. Programs are available in communities throughout the nation for such diverse groups as high school students, post-high school students, working youth, working adults, and persons with special needs.

In order to adequately implement the Vocational Education Act of 1963 in the field of office occupations, OFFICE OCCUPATIONS TEACHER EDUCATION CLINICS were held to:

1. Secure the best thinking from the profession for the development of guidelines for viable business and office teacher education curriculums.

2. Disseminate the guidelines.

The purpose of these guidelines was to establish, among other things, recommended minimum occupational (work experience) requirements, general and vocational education courses, and levels of subject matter competencies. They should also provide possible criteria for evaluating the effectiveness of programs designed for the preparation of teachers.

The activities undertaken in the OFFICE OCCUPATIONS TEACHER EDUCATION CLINICS represented a significant first in operational procedure. This was the first time that a national clinic had been sponsored by the U.S. Office of Education in support of office occupations teacher education. Even more significant was the operational procedures developed in the series of clinics:

1. A Planning Clinic was held March 7-10, 1966, to develop preliminary guidelines and to determine methods of dissemination, discussion, and revision of the preliminary draft. Fifty-two selected city and state supervisors of office occupations, teacher educators, and consultants were invited. These participants were from all of the nine Department of Health, Education, and Welfare regions and represented a cross section of the national leadership in business education.

Speakers from the fields of general teacher education, vocational teacher education, business, the U.S. Office of Education, and city and state supervision presented papers on significant innovations in the preparation of teachers. Presentations of preliminary guidelines were also made by the consultants. As a result of this clinic, 20 guidelines were developed and revised. Sets of these guidelines were then mailed to approximately 1,200 city and state supervisors and business teacher educators. Each person who received a copy of the guidelines was asked to suggest changes, to submit additional guidelines, and to send names of additional business educators. He was also urged to participate in the June 1-3 National Clinic.

2. Regional Clinics were held during the Spring of 1966. Consultants from each of the nine HEW regions presented the preliminary guidelines at a clinic held in his region. These clinics were held in connection with the annual Division of Vocational and Tehcnical Education Regional Meetings. Each consultant secured reactions from the audience and prepared a revised draft incorporating the recommendations made at his regional clinic. Meetings were held in New York City, Atlanta, Boston, Charlottesville, Va., Chicago, Excelsior Springs, Mo., Dallas, Denver, and San Francisco. A major portion of the time alloted to office occupations education at each Regional Meeting was devoted to these clinics. An average of 25 business educators participated in each session.

3. A National Clinic was held in Detroit, Michigan, June 1-3, 1966. At the National Clinic, the revised guidelines were thoroughly reviewed and new ones were proposed, discussed, and refined. The participants decided that the final set of guidelines would be 19 in number. Plans were made to edit and disseminate the guidelines to all city and state supervisors and business teacher educators in the United States.

4. An Editorial Committee Meeting was held June 4-6, 1966. The editorial staff, consisting of the Project Director, Dr. Fred S. Cook, and three Consultants--Drs. J. Curtis Hall, Frank Lanham, and James Marmas--reviewed and revised the guidelines which were developed at the National Clinic. The Editors also considered suggestions which were received from the mailing to 1,350 city and state supervisors and business teacher educators.

OPERATION OF OFFICE

OCCUPATIONS TEACHER EDUCATION CLINICS

PLANNING CLINIC

Preliminary draft of 20 Guidelines by 52 selected leaders. First draft mailed to 1,200 business teacher educators and supervisors.

REGIONAL CLINICS

Revised the Guidelines on recommendations made by business teacher educators.

NATIONAL CLINIC

Revised Guidelines were reviewed and new ones were proposed, discussed, and refined. Developed the final 19 Guidelines. Mailed Guidelines to all city and state supervisors and business teacher educators, and asked for suggestions.

EDITORIAL COMMITTEE MEETING

Edited Guidelines. Incorporated suggestions made by city and state supervisors and business teacher educators. Mailed final Guidelines to all supervisors and educators.

As a result of the techniques developed in the OFFICE OCCUPATIONS EDUCATION TEACHER CLINICS, it was possible to provide a rapid and stimulating means of polling the experts of the country. It brought face to face leaders of business teacher education and had them reach agreements about a new field of instruction. These clinics were an experiment which produced significant fruit:

1. It was demonstrated that the HEW Regional structure can be very useful in reaching the total population of a field of education.
2. It was demonstrated that face to face communication among experts of differing points of view can quickly produce useful materials which could not be duplicated in any other way.
3. It was demonstrated that the techniques involved were effective in that a number of actions in the fields of research and teacher preparation are directly attributable to individual participation in the series of clinics.

THE GUIDELINES

Every city and state business education supervisor and every business teacher educator in the United States received at least one draft of the tentative guidelines, and, in most cases two drafts. An earnest attempt was made to secure their written comments as well as their active participation at the HEW regional meetings and the National Clinic. A total of 323 business educators participated in the development of these guidelines, either by submitting written suggestions or by attending one or more of the regional or national meetings.

No attempt has been made to list these guidelines in any priority. In other words, Guideline 15 is as important as Guideline 1. However, the system for classifying the guidelines is:

A. Specialized Education: Guidelines 1, 2, 3, 4

B. Professional Education: Guidelines 5, 6, 7, 8, 9, 10, 11, 12, 13, 14

C. General Education: Guideline 15

D. Institutional Responsibility: Guidelines 16, 17, 18, 19

These guidelines are suggestions for action. They describe the qualities and competencies which teachers should possess as well as the processes for achieving these goals.

The following pages present the final guidelines as developed at the National Clinic, in the form of models for overhead projection. They may be used to prepare overhead projector transparencies.

PURPOSES OF USOE RESEARCH PROJECT 6-1522-1-32

GUIDELINES FOR PREPARATION OF OFFICE OCCUPATIONS TEACHERS

1. FOCUS THE ATTENTION OF OFFICE OCCUPATIONS TEACHER EDUCATORS ON VOCATIONAL EDUCATION ACT OF 1963

   Discuss the implications of the Act for office occupations teacher education curriculums designed to support educational programs for the office occupations

2. SECURE THE BEST THINKING FROM THE PROFESSION FOR THE DEVELOPMENT OF GUIDELINES FOR VIABLE OFFICE OCCUPATIONS TEACHER EDUCATION PROGRAMS

3. DISSEMINATE the GUIDELINES which were DEVELOPED through a series of training CLINICS. These guidelines would provide possible CRITERIA for EVALUATING the effectiveness of programs

GUIDELINE 1

A TEACHER SHOULD UNDERSTAND HOW THE AMERICAN BUSINESS SYSTEM FUNCTIONS AND HOW A FIRM OPERATES WITHIN THIS SYSTEM

To prepare for work in office occupations, a teacher needs a broad understanding of economics and business administration.

WHY

Business is placing increasing emphasis on a total-systems concept in which each job is identified by its function and its relationship to the entire operation.

This concept emphasizes the planning . . . organizing . . . executing . . . and evaluating of the management and operational functions of business.

Require a sequence of courses in business and economics.

HOW

Emphasize concepts rather than specific facts throughout the program.

Use the project and case study method.

Provide opportunities for work study and field experience.

GUIDELINE 2

A TEACHER SHOULD HAVE JOB-LEVEL COMPETENCIES IN THE ACTIVITIES HE TEACHES AND HE SHOULD UNDERSTAND HOW THESE COMPETENCIES FACILITATE THE ADMINISTRATIVE FUNCTIONS OF BUSINESS

WHY

A teacher is better equipped to teach the things he understands and is able to do himself.

To integrate knowledge, basic skill, and attitudes into satisfactory work patterns, a teacher must posses both occupational competencies and a basic understanding of the administrative functions of business.

HOW

Provide appropriate classroom experience.

Require simulated office experience in well equipped laboratories.

Provide out-of-school office experience.

Require competency in conducting job analyses.

GUIDELINE 3

A TEACHER SHOULD HAVE RELATED OCCUPATIONAL EXPERIENCE IN . . . AN OFFICE . . . SUPERVISORY . . . OR MANAGERIAL POSITION

WHY

It is recognized that job competencies may be developed in the classroom. However, occupational experience adds a dimension that is essential for the office occupations teacher.

HOW

Provide supervised work experience programs.

Require part-time or full-time work in a regular job.

Use cooperative work study programs.

Encourage sabbatical leaves for experienced teachers to gain current office occupations experience.

GUIDELINE 4

A TEACHER SHOULD BE AWARE OF THE CHANGING NATURE OF THE ECONOMY AND HE SHOULD UNDERSTAND THE EFFECTS OF CHANGE ON THE PREPARATION NEEDED FOR OFFICE OCCUPATIONS

WHY

Changes in the economy and business affect the skills and knowledges needed for office employment.

The rapidity with which these changes are taking place demands that they be expeditiously reflected in curriculum.

Provide teachers with an opportunity to keep abreast of business and economic change as indicated in such publications as newspapers, magazines, census reports, economic reports.

Require teachers to participate in business, civic and professional organizations.

Provide opportunities for teachers to attend special workshops . . . teacher clinics . . . in-service programs . . . summer sessions.

Encourage teacher to cooperate with State and local departments of education and teacher education institutions in conducting

research . . . surveys . . . follow-up studies . . . interviews in the business community.

GUIDELINE 5

A TEACHER SHOULD HAVE EXPERIENCES THAT WILL DEVELOP HIS INTEREST IN AND DEDICATION TO THE EDUCATION OF STUDENTS FOR OCCUPATIONAL PROFICIENCY

The effectiveness of a teacher depends upon his dedication to the education of his students.

WHY

That dedication must be founded on a conviction that what he teaches is vital to their welfare.

Through this dedication he should be able to prepare them more effectively to enter an office occupation.

Recruit teacher educators who demonstrate dedication and enthusiasm for what they are teaching.

HOW

Recruit and select prospective teachers through communication with high school teachers and counselors.

Require prospective teachers to participate in student and teacher organizations.

Require student teachers to attend high school faculty meetings.

GUIDELINE 6

A TEACHER SHOULD HAVE AN UNDERSTANDING OF AND COMPETENCY IN THE TEACHING-LEARNING PROCESS

WHY

The skills of teaching and of creating positive classroom learning situations may be fully developed only when they are based on understanding of sound psychological and sociological principles.

Therefore, an understanding of the nature of man and of the principles which facilitate learning is a prerequisite to maximum teaching effectiveness.

Provide pre-service experience utilizing a variety of teaching procedures including large group and small group instruction, team teaching and micro-teaching.

Provide opportunities for learning experiences with various socio-economic groups through field trips and community activities.

HOW

Work with school testing centers in developing . . . . administering . . . . correcting . . . . and interpreting tests.

Provide opportunities to observe and participate in current research activities.

GUIDELINE 7

A TEACHER SHOULD BE PROFICIENT IN THE USE OF INSTRUCTIONAL PROCEDURES . . . MEDIA . . . AND TECHNIQUES FOR DEVELOPING OFFICE SKILLS AND CONCEPTS

WHY

A teacher should know not only what to teach but how he can best help students develop skills and learning concepts.

Most individuals learn more effectively when a variety of stimuli are used.

Consequently, a knowledge of what . . . when . . . and how to use multi-sensory devices will help increase teacher effectiveness.

Provide and opportunity to learn about such devices as team teaching . . . programmed instruction . . . micro-teaching . . . computer-assisted instruction . . . audio-visual materials.

Require participation in organized experiences designed to identify procedures . . . media . . . techniques . . . appropriate to developing skills and concepts.

Require attendance at demonstration of new machines, techniques and lectures or seminars on new developments.

Develop discrimination in selection and use of textbooks and other publications available from business . . . education . . . and industry.

GUIDELINE 8

A TEACHER SHOULD UNDERSTAND THE PRINCIPLES OF CURRICULUM AND COURSE DEVELOPMENT

There should be a systematic way to prepare students to enter office occupations.

WHY

An understanding of the principles of curriculum and course development will help teachers develop appropriate plans.

It is especially important that such planning be based upon identification and analysis of the office service function.

Help teachers identify the levels of competency in behavioral terms required in office occupations as a basis for curriculum and course development.

Require teachers to study the principles of planning, constructing, using, and evaluating curriculums.

HOW

Provide opportunities through case problems and through participation on curriculum committees for practice in the development of curriculum and course content.

Provide an opportunity for teachers to become familiar with and to use THE DICTIONARY OF OCCUPATIONAL TITLES as a basis for curriculum and course development.

GUIDELINE 9

A TEACHER SHOULD UNDERSTAND THE PRINCIPLES AND PHILOSOPHY OF VOCATIONAL EDUCATION

Vocational education is an important aspect of the total educational program.

WHY

Vocational education consists of a variety of specialized fields, one of which is office occupations.

It is important that a teacher in such a specialized field understand the scope and role of vocational education.

Provide opportunities for communication between teachers and reprsentatives of different vocational fields.

Require teachers to participate in professional organizations related to vocational education.

Encourage and study State plans and Federal legislation for vocational education.

Help teachers to meet and work with local and State directors of vocational education and with regional and national H.E.W. personnel.

GUIDELINE 10

TEACHERS SHOULD UNDERSTAND, APPRECIATE, AND KEEP ABREAST OF INNOVATION, EXPERIMENTATION, AND RESEARCH IN EDUCATION AND IN OFFICE TECHNOLOGY

Teacher preparation should involve the development of tools for discovering research evidence, weighing its relevance, and developing concepts, values, tentative judgments, and generalizations.

WHY

The willingness and ability of teachers to innovate, to experiment, and to use research results are essential to viable office education programs.

Provide and understanding of survey research techniques as a means of securing information about the changing nature of office occupations.

Require teachers to undertake classroom experimentation as a part of their education programs.

HOW

Provide practice in the interpretation, evaluation, and application of research findings.

Encourage teachers to report the results of their innovations and experimentations in professional publications.

GUIDELINE

11

A TEACHER SHOULD HAVE STUDENT TEACHING EXPERIENCE IN THE OCCUPATIONAL PROGRAM FOR WHICH HE IS BEING PREPARED TO TEACH

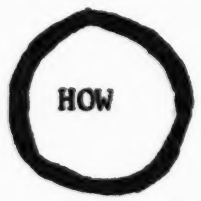
WHY

Student teaching experience is vital to the preparation of teachers.

This experience should provide the prospective teacher with the opportunity to relate his previous learning experiences to the occupational programs in which he will teach.

Assign student teachers to competent teachers who are enthusiastic about student teacher programs.

Provide supervision of student teachers by a qualified specialist in office occupations teacher education.



Require the student teacher to participate in and become familiar with the total school program.

Assign student teachers to teach only in those classes in which they have demonstrated competency.

GUIDELINE 12

A TEACHER SHOULD UNDERSTAND THE RELATIONSHIP OF THE OFFICE OCCUPATION PROGRAM TO THE TOTAL PROGRAM OF THE SCHOOL AND OTHER EDUCATIONAL AGENCIES

A teacher will be more effective if he understands the relationships among the various programs in his school and in other educational agencies.

WHY

This knowledge will help him to see: How his office occupation program relates to other programs.

How other programs contribute to office occupations.

How all programs contribute to the education of students.

Encourage the teacher to volunteer his services for community responsibilities, especially to curriculum and accreditation committees.

HOW

Encourage attendance at faculty and board of education meetings.

Develop team teaching projects that cut across departmental lines.

Require visitations to other community agencies.

GUIDELINE 13

A TEACHER SHOULD BE PREPARED TO WORK WITH STUDENTS OF VARYING NEEDS, ABILITIES, AND AGES

The diversity of educational opportunities and job requirements is making office occupations programs available to a variety of persons.

WHY

They include: The economically deprived
The culturally disadvantaged
The young
The old.

The teacher must be able to diagnose and understand the learning problems of these individuals.

Provide laboratory experiences to help teachers recognize the effects of these individual differences on the learning processes.

Provide instruction in the theories of individual differences.

Provide field experiences with students of varying abilities and levels of aspirations.

Provide experiences that will help teachers identify, diagnose, and develop education programs for students of varying needs and abilities.

GUIDELINE 14

A TEACHER SHOULD BE PREPARED TO ASSIST STUDENTS WHO ARE OR MIGHT BE INTERESTED IN OFFICE EMPLOYMENT AS A CAREER OBJECTIVE TO MAKE APPROPRIATE EDUCATIONAL AND VOCATIONAL CHOICES

WHY

The field of office employment offers a wide range of jobs.

Because all students cannot be successful in all office jobs, a teacher should be able to help each student select the program best suited to his interest and abilities.

HOW

Provide teachers with the opportunitytto learn about the procedures and techniques of educational and vocational counseling.

Familiarize teachers with published occupational guidance materials and information about opportunities in the office occupations.

Provide teachers with the opportunities for counseling students, both individually and by groups, about their vocational and educational plans.

Help teachers develop a knowledge of job entry requirements through community surveys, follow-up studies, and a study of THE DICTIONARY OF OCCUPATIONAL TITLES.

GUIDELINE 15

A TEACHER SHOULD HAVE A GENERAL EDUCATION IN ADDITION TO SPECIALIZED PREPARATION

A teacher may relate more effectively to his total environment if he has a general education in addition to his specialized preparation.

WHY

General education (which includes such disciplines as behavioral sciences, humanities, natural sciences, mathematics, physical health, and communications) should help to channel his intellectual capacities to the goal of self-realization and responsible citizenship, and into those accomplishments generally accepted as the marks of an educated person.

Work with those responsible for general education in the development of subject matter, techniques, and media through which general education concepts can be learned.

Provide opportunities for teacher to develop ideas for themselves in small groups, in class discussions, by oral and visual stimulation, by reading source materials, and through independent study.

HOW

Provide a variety of course selections and specialized services planned to meet particular needs and goals of teachers.

Use community resources such as libraries, museums, and social and cultural agencies as a basis for enriching the general education program.

GUIDELINE 16

A TEACHER EDUCATION INSTITUTION SHOULD COOPERATE WITH OTHER AGENCIES IN PROVIDING IN-SERVICE EDUCATION FOR TEACHERS OF OFFICE OCCUPATIONS

All professions require that their members continue learning after the initial period of preparation.

WHY

This requirement is especially important for the office occupations teacher, because technology in both business and education continue to change at an accelerated pace.

In-service programs provide and effedtive way for the teacher to keep up to date.

Publish newsletters that include summaries of recent research.

Assist in the identification and preparation of special instructional materials.

HOW

Establish instructional materials centers available to teachers in the field.

Provide assistance to teachers in designing, funding, and conducting cooperative research projects.

GUIDELINE 17

A TEACHER EDUCATION INSTITUTION SHOULD HAVE UP-TO-DATE OFFICE MACHINES LABORATORIES AND FACILITIES

Modern offices are placing increasing emphasis on labor-saving machines.

WHY

Teachers must know how to operate these machines and relate them to office procedures if they are to teach their students effectively.

Therefore, teacher training institutions should provide leadership by equipping office machines laboratories with those business machines that require special knowledge or training.

Provide adequate budgets for equipping office machines laboratories, shorthand laboratories, data prcessing laboratories, and the like.

Working with business advisory committees and professional groups to establish standards for equipment and facilities.

HOW

Provide "hands on" experience in modern machines laboratories for prospective and in-service teachers.

Rent or lease office equipment in order to keep laboratories modern.

GUIDELINE 18

A TEACHER EDUCATION INSTITUTION SHOULD STRONGLY ENCOURAGE THAT A TEACHER BELONG TO AND PARTICIPATE IN PROFESSIONAL ORGANIZATIONS

Because involvements and participation in business, civic, educational, and vocational education organizations provide an important vehicle for continued professional growth, early affiliation with and active participation in such organizations should be encouraged.

WHY

The rate of change in education and technology is such that continuing professional development is an essential aspect of the teacher's education.

Have teacher educators show, by example, the advantages of joining and participating in professional organizations.

Require student teachers to belong to and attend meetings of professional organizations while they are in school.

HOW

Require student teachers to read and contribute to the literature of their professional organizations.

Provide opportunities for teachers in training to assume leadership roles and participate in professional meetings.

GUIDELINE 19

A TEACHER EDUCATION INSTITUTION SHOULD INTERLINK ITS OFFICE TEACHER EDUCATION PROGRAM WITH THOSE OF OTHER POST-HIGH SCHOOL INSTITUTIONS

WHY

Effective recruitment is vital to teacher education programs.

Students in post-high school institutions should be encouraged to prepare for a business teaching career.

Work with admissions officers of teacher education institutions to establish more realistic and uniform admission standards.

Establish programs that make it feasible for students to transfer from other post-high school institutions.

HOW

Inform appropriate officials of other post-high school institutions about the programs offered by the teacher education institution.

Develop combined programs with other post-high school institutions to facilitate articulation.

COMMENTARY ON OFFICE OCCUPATIONS TEACHER EDUCATION

The following pages present some of the key points made by speakers during the development of the Guidelines.

New Challenges

Mr. Roy Poe
Executive Director
Gregg Division
McGraw-Hill Book Company
New York, New York

One of the teacher educator's greatest and most immediate obligations is to develop in his students an awareness of the critical changes taking place in the structure of vocational education. The teacher-training curriculum of the future must contain an analysis and interpretation of legislation affecting education in general and office education in particular. This is too far-reaching a development to be left to chance, and a one- or two-hour lecture won't do the job. I visualize at least a 16-hour course in which even some experience in proposal writing is introduced.

One of the most exciting new developments in education is research. Of course, we have always had research--some of it very good and much of it very bad. But we have never had enough research. Now that it is possible to get funds for research, we can expect a great deal more of it, especially from the new research centers that are emerging and from teacher-training institutions. Not only must more emphasis be given to good research techniques in terms of the student himself but there must be an awareness and appreciation of the research that is being done by others. In other words, the student must learn how to make intelligent use of good research.

Education no longer consists of a textbook and a teacher. We are in the midst of a multi-media revolution in educational materials, too. Business education is ideally suited to multi-media instruction, and business teachers must be up-to-date on new developments in tape laboratories, motion picture innovations such as film loops, overhead projector improvements such as the Flipatran, television teaching, new teaching machines that are still being experimented with, programmed books, auxiliary booklets and kits, and so-called computerized instruction. Modern teacher training is horse-and-buggy education if it does not include new educational media.

Our critics maintain that business teachers do not keep in step with business--that their methods, machines, and materials are several light years behind business. They point at our slow awakening to the actuality of modern data processing as a prime example. Keeping teachers up-to-date with business is one of the great crucial obligations facing teacher educators today. Too many teacher-training institutions are poorly equipped and too far removed in miles and in their thinking from modern business practice. It is unthinkable that a teacher-training institution should be less well equipped than the high schools that surround it, yet this is often the case. Teacher educators must first resolve to keep themselves up-to-date with business in all respects and then to make sure that the people they train are similarly indoctrinated. We know too little about the emerging new office occupations and the requirements for entering them. Often when we do have money to spend we buy the wrong machines. Perhaps one way to make teacher trainees aware of the changing business world for which they will be training workers is to require some type of cooperative education for a teaching credential. Is it possible that graduate credit might be given for office experience? It's an intriguing idea.

Teacher trainees become teachers of shorthand, typewriting, and bookkeeping and not total business educators, because this is the way they are trained to think and they never get out of the rut. Another challenge facing teacher trainers, then, is to broaden the education in business, in economics, and the liberal arts. Broadening the education in business may not necessarily mean more courses but more effective ones. Is it possible that the accounting major's courses in accounting, law, and finance should not be the office educator's courses in accounting, law, and finance? A business teacher must become involved in subject content as it relates to educating others for office employment and not merely exposed to it as a required hurdle to meet certification requirements. Is it possible, for example, that a special survey course in economics for teachers of office education would be much more productive than one that merely gets a student ready for an advanced course?

Teacher trainers must prepare learning specialists, in terms of the psychological and sociological principles of learning. Business teachers should expect more and more to deal with reading, writing, and spelling handicaps; the cultural and psychological problems of the disadvantaged; special problems of adults; and so on. Here we must make it our business to know what other disciplines are doing and relate their experiences to our own teaching problems. Our teachers must be encouraged to read more widely from psychological and educational journals and books. They must avoid insularity and become total educators.

Block programming, cooperative education, individual progress, articulation of subject matter by grade level from junior high through junior colleges, the disappearance of the Carnegie unit, all call for a new approach to curriculum construction and greater adaptability to change. The modern teacher training institution must prepare teachers who think <u>change</u>.

Perhaps the greatest task of the teacher educator is to bring about more creative teaching--the desire to experiment, to be innovative, to find new ways to motivate and inspire learning. Creative teaching implies better scholarship, an intellectual curiosity, greater professionalism. We must somehow find ways to get our teacher trainees to care enough about their profession to read widely; to continue to educate themselves; to join and participate in education, business, and community organizations; to write for publications. One of the problems our revolution has brought is a demand for an endless flow of new learning materials with fewer and fewer people ready, willing, and able to prepare them.

Teacher-training institutions must somehow find ways to reach those who are in service but who passed away professionally many years back. This is one of the most difficult problems to overcome, as state and city supervisors will attest. Attractive programs must be devised to bring these people back to the campus, to get them into business offices, and to make them want to involve themselves in the new awakening of education.

Strategies for Change in Teacher Education

Dr. James C. Stone
Professor of Education and Director of Teacher Education
University of California, Berkeley

Several different strategies for change have been attempted recently, among them criticism, coercion by state legislatures, research and evaluation, and the use of venture capital or "seed money." The Ford Foundation has invested over 70 million dollars in grants to some 70 colleges and universities in this country to initiate what the Foundation has called a "breakthrough" in teacher education.

Important characteristics of the successful breakthrough curriculums include their emphasis on the subject matter preparation of teachers, the development of an internship and/or fifth year of professional education, often concluding with a Master of Arts in Teaching type of degree, the more realistic partnership of college and public school staffs in the students' teaching experience, and the "teaming" of staff members in a planned program, as opposed to the separateness of courses and instructors typical of the conventional curriculum.

Innovations in Teacher Education

Mr. Kevin Ryan
Instructor
Stanford University

What teacher training needs is much more exchange of ideas, much more evaluation of what educators are doing and a much greater openness to technological innovations.

The Stanford Teacher Education Program set out several years ago to discover the best in teacher education and to add to this the best of technology. The program is a fifth year internship that trains liberal arts graduates for secondary school teaching. The candidates have teaching responsibilities in public high schools at the same time they are taking academic and education courses. From one point of view, the internship program has been a laboratory to try out new ideas in the training of teachers.

Two major themes have emerged from the work at Stanford. First, there is an attempt to analyze the teaching act into component skills, and then to train the beginning teacher in these skills. Second, besides the traditional methods of classroom instruction and supervision, the latest in technology is used to help the beginners acquire teaching skills.

There are five applications of the new technologies to teacher training that seem most promising. First, micro-teaching, which, strictly speaking, is a process that is aided by technology. Micro-teaching is a scaled-down teaching experience in which a beginner practices various teaching skills with a few students for a very short period of time. His teaching is video-taped and gone over with his supervisor. The combination of a highly controlled teaching environment and the opportunity to view the beginners' performances immediately has proved to be a forceful means of stimulating behavioral change. Second, 35 mm. cameras, armed with a timing device, can give the teacher and the researcher a pictorial record of what occurred at regular intervals during a class period. We have found this particularly effective in making teachers aware of the attending behavior of their students. Third, portable video-tape recorders are used by university personnel to record what actually happens in the classroom of its beginning teachers. Not only does this method of observation have great research potential, but it has added a valuable dimension to supervision. For one thing, supervisor and teacher share a common frame of reference when they view a tape recording. Further, the recording can be looked at over and over. Tape recorders have become so portable that they can be brought into a classroom and set up between passing bells. Fourth, 16 mm situation alternatives are films of teachers that demonstrate teaching problems. They are used to show trainees the various ways in which they can respond to teaching situations. The attempt here is to show them a problem and have them develop alternative solutions to deal with the problem. Fifth, computers have been employed to process data from the beginning teachers, from their students and from their supervisors. These data are used as feedback to the interns on their performance and as feedback to the program directors on the effectiveness of the program.

A final word of warning. Technology does not make a teacher training program. Its potential value resides in our ability to intelligently harness it to aid in the achievement of sound goals.

Training Teachers for the 21st Century*

Dr. Harold Davis

Director, In-Service Education
Educational Research Council
Cleveland, Ohio

One of the newest teaching methodologies is team teaching. However, many high schools, and especially colleges and universities, are ignoring this challenging and important method of teaching. Team teaching stresses flexibility and has many advantages in improving teaching and learning experiences alike. However, not one university in our area has seen fit to teach in this way.

Team teaching utilizes different size groups. Students learn in three ways: (1) from the teacher, (2) alone, and (3) from each other.

Large discussion groups are appropriate for large lectures--millions can watch television or thousands can hear a speaker in a room. Small discussion groups also have a part in team teaching when the large lecture groups break up and move into different areas for round-table discussions, individual and small group instruction, and help. Independent study is also valuable and many new methods are being developed in high schools today where students are blocked in carrels and study booths for concentration and study away from their neighbors. Team teaching must make use of the teaching-learning process. The important factor is the QUALITY of instruction.

What a waste of time when five different teachers teach the same lesson! How useless when ten or fifteen teachers are all monitoring tests! Why not combine groups and hire lay people for monitoring. Thus, team teachers would have extra time to prepare lessons that are interesting and effective.

Horace Mann realized the importance of employing the eye more than the ear. Today's teachers, as well as those of the future, must recognize the dynamics of visual aids in the changing classroom.

Television is one of the greatest inventions of the age and yet its uses have hardly been explored. In one study, 21 percent of the students learned more from television than from a classroom-teacher experience; only 14 percent learned less.

Other teaching aids include the use of microfilms to save space, taped talks that are made available to absentees or students wishing to refresh their memories on important points, and programmed learning.

One of the obligations of educators today is teaching teachers for the schools of tomorrow. And yet we can't do today's job with yesterday's methods.

IMPACT OF THE VOCATIONAL EDUCATION ACT UPON OFFICE OCCUPATIONS TEACHER EDUCATION

Bruce I. Blackstone, Head, Office Occupations Education, Division of Vocational & Technical Education, U.S. Office of Education

The Vocational Education Act has made it possible to provide support to teacher education from State or local and Federal funds. It is possible for a State to buy the services of an institution, school, commercial or professional group to provide specific learning experiences for specific persons, taking them from a specific spot on the educational continuum and delivering them to another prespecified spot on the continuum. Instruction in support of Office Occupations Education must be specific and related to predetermined objectives. There is now, for the first time, a demand for evaluation of the effectiveness of "methods" instruction.

We cannot do the same things in the same way and say that we are doing a job of office occupations teacher education. We must apply the same approach to the occupation of "teacher of office occupations education" as we will apply to any of the other major occupational classifications.

We must start from an analysis of office occupations teaching at each of its multiple levels...high school...post-high school...junior college...private business school...military schools...MDTA, and many other specific institutional levels. Once we have described the occupation in behavioral terms of specific performances and knowledges and then the social and background skills and knowledges, we have the problem of translating these objectives...because that is what they become...into the language of the educator. We must develop standards, methods and materials, to effectively lead our prospective teacher from his career objective statement to successful achievement of his requisite activities as a teacher of office occupations.

Certainly, one of the most important aspects of a teacher education program in the office area is that of a realistic "practical experience"; that is, a realistic cadet teacher experience as well as a realistic period of time on the job in an office occupation.

After the student has completed his learning experiences, he should be assisted to get a teaching job in the area and at the level for which he has been trained. The final step in this teacher education process is to follow up the new teacher and see if, in fact, he can do what he is supposed to have learned...that is to be able to teach and to teach well... if he can, we have a positive feedback and do not need to make major changes. If, on the other hand, there are significant "CAN'TS" in his teaching, we must reexamine the teacher education which has been provided and, perhaps, make major changes.

Office occupations education and its supporting teacher education program is charged with a great responsibility to support many new educational groupings.

We must build upon the abilities which the candidate brings to the teacher preparation program...We can no longer afford the luxury of a lockstep, prescribed "from start fo finish" teacher education program. We are not interested in the number of semester hours..or seat time... WE ARE INTERESTED IN GETTING THE PERSON ON THE JOB, WELL PREPARED, AS RAPIDLY AS POSSIBLE.

An example of the impact of the Vocational Education Act upon teacher education in the office field is found in this meeting. A new mechanism for rapid communication and approval of ideas has been developed through the Regional organization of the USOE. Through this system an idea which has been developed can be submitted to each of the nine regions for comments which are fed back to a source for refinement and submission to a national clinic. This is the first time that we have had the opportunity to reach large numbers of office educators and others concerned with this field quickly and efficiently. So, certainly, this will involve a change in office occupations teacher education procedures.

The State Supervisor and Teacher Education

Mr. Robert Balthaser

State Supervisor
State Department of Education
Vocational Education Division
Columbus, Ohio

A state supervisor tries to simplify the problems of teacher education to a point where action can be taken on an evolutionary basis. He must work with State Plans, certification, approvals, standards, and evaluation. So he looks for trends to pick up the tenor of movement.

Presently, it seems that the trends in education, and specifically in Business and Office Education, fall into the following problem areas:

Content - Collegiate schools of business are moving too far "up" the management concept ladder in teaching content needed for high school teacher preparation.

Methods - The above movement in content is being paralleled by a "general education" movement in liberal arts circles who say that it is unnecessary to learn how to teach. Examination of almost every teacher education undergraduate curriculum will show a dearth of business teacher methods courses.

Student Teacher Supervision - General supervision of student teachers does not contribute to the development of trained teachers but serves only to "take attendance."

First-Year Teachers - Delegation of supervision of teachers in their first year of teaching should be teacher education oriented and controlled. Yet, this crucial year is not being served by the colleges.

Education for Education's Sake - General education produces nothing usable; it has to be applied in the United States to some vocational objective. The technological development in this country precludes change, as it precludes that someone uses those developments.

Legislative Action - At all levels, local, state, and national, education is involved in ballot boxes and with legislators. Presenting a practical, political image and viewpoint is not always easy for educators.

Therefore, we must:

1. **Change teacher education to be off-campus oriented. The teacher educator must be in the field as well as in the classroom.**

2. **Realize that everyone does not need to know everything at any terminal point in our educational system.**

3. **Stack knowledge in a spiraling fashion based on the need of the individual rather than the educational system.**

4. **Identify terminal cutoffs at all levels for economic self-sufficiency for each individual. Another way of saying this is thal all persons should be able to work at any educational level cut-off.**

5. Lead off in a 5-year program of teacher education along the lines of an internship approach.

6. Present a well-structured subject teaching approach to our teachers and a total program approach based on the needs of their students.

7. Supervise office education student teachers with office education teacher educators. This function should be extended to the college supervision of first year teachers.

8. Examine the possiblity of returning content to teacher education college control, or move to incorporate the technical 2-year programs currently developing in our community colleges or technical institutes as "preteacher education" content. After this 2-year program, selected students could move into the "academic" college for final teacher education training.

9. Provide mandatory department control of content. In addition, within these departments, we must move to examine and apply psychological findings available in other areas of research and investigation unrelated to education. This is not being done nor has it been done since the late "teens" and "twenties."

Office Occupations Teacher Education From a City Supervisor's Point of View

Mr. Leslie Whale
Director, Business Education
Detroit Public Schools
Detroit, Michigan

The following are some major considerations for the preparation of office occupations teachers from a city supervisor's point of view:

1. DESIGN PROGRAMS TO FULFILL THE REQUIREMENTS DEMANDED BY THE RAPIDLY CHANGING AND ADVANCING TECHNOLOGICAL IMPROVEMENTS.

   Office occupations teacher education programs must recognize the impact of automation, the number and varieties of opportunities for employment, and the rapidity of technological improvements.

2. PROVIDE THE OPPORTUNITY FOR TEACHERS TO SECURE THE BACKGROUND THAT WILL ENABLE THEM TO ADJUST TO THE NEEDS OF THE WIDE RANGE OF ABILITIES AND BACKGROUNDS OF STUDENTS WHO ARE PREPARING FOR ENTRY JOBS IN OFFICE OCCUPATIONS.

   Detroit is typical of large cities in its concern for pupils who do not respond to traditional programs. One approach to meeting this problem is observed in the Great Cities School Improvement Program which now involves 27 schools. These schools are mostly in the central core of the problem-ridden area of the city where achievement levels are low, students are overage, failure rates are high, attendance poor, and home and community environments are often inadequate.

3. PROVIDE THE OPPORTUNITY FOR ALL OFFICE OCCUPATIONS TEACHERS TO ORGANIZE, CREATE, AND DEVELOP MATERIALS FOR USE WITH NEW MEDIA AND METHODS OF INSTRUCTION.

   Office occupations teachers need to be prepared to cope with new media and methods of instruction such as: team teaching; use of electronic laboratory equipment; programmed instructional materials; demonstrating at the typewriter and other office machines; writing good shorthand outlines at the chalk board or on acetate rolls; sponsoring "trips that teach" to business and industry; awareness of the numerous reports, homeroom duties, club sponsorships, and other curricular activities that are a definite but unlisted part of the teaching load; and skill in evaluation techniques.

4. REQUIRE ALL OFFICE OCCUPATIONS TEACHERS TO DEVELOP PROFICIENCY IN THE USE OF THE NEW MEDIA BY "HANDS-ON" EXPERIENCE.

   This point is closely related to the last one but has been listed separately in order to stress the importance of making provision for "hands-on" experience for new media. It is common to confront some opposition to the new media that a teacher finds available, but it is usually caused by lack of first-hand acquaintance.

   It would seem advisable that all office teacher education programs should include operational experience on all new media and equipment in current use.

5. PREPARE TEACHERS FOR VOCATIONAL CERTIFICATION TO HANDLE OFFICE COORDINATION AND OTHER REIMBURSABLE PROGRAMS UNDER THE VOCATIONAL EDUCATION ACT OF 1963.

It is necessary to prepare teachers for vocational certification to handle the cooperative office coordination and related subject areas plus the other reimbursable programs under the various state education "plans of interpretation" of the Vocational Education Act of 1963.

It is also necessary that the business program maintain a proper balance between (1) the development of the background understanding of basic business, economic concepts, and personal business knowledges that are essential for all individuals, as these represent approximately two-thirds of our total enrollments in business education on the secondary level, and (2) the development of effective office and service occupational skills for initial employment and hopefully for advancement in the occupation which includes approximately one-third of business education enrollees. Preparation for both of these components needs to be included in teacher education.

6. PREPARE BUSINESS TEACHERS RATHER THAN ISOLATED SUBJECT TEACHERS WHO ARE WILLING, ABLE, AND CAPABLE OF HANDLING THE TOTAL BUSINESS LEARNING (KNOWLEDGES, SKILLS, ATTITUDES) OF AN OFFICE OCCUPATIONAL AREA AS IDENTIFIED BY D.O.T. TITLE.

Office occupations teachers should be prepared to select and to organize courses or units of instruction that depart from traditional patterns. Students may be better prepared for occupational success through teaching that presents skills, job knowledges, job wisdom, and acceptable work habits and attitudes as an intensified, integrated, and unified whole.

In this kind of program, there will be much less emphasis on teaching subject matter as such, but there will be greater emphasis on learning within the individual.

7. THE IMPORTANCE OF PROFESSIONAL LEADERSHIP AMONG OFFICE OCCUPATIONS TEACHERS IS INDICATED BY THE FOLLOWING CHALLENGES:

To be alert to change; to develop programs with breadth and depth; to utilize community resources; to adjust content to slow-learner needs; to motivate low-level achievers; to meet employment trends and demands; to provide for continuous evaluation of new and on-going programs; and to develop better communication and articulation between various administrative levels and the various publics to be served.

The well-prepared office occupations teacher is one who knows modern office technology; who can use and develop new instructional materials and methods; who has a reasonable level of tolerance for student control; who is flexible, creative, and open-minded to change; and who has a professional attitude that is conducive to the improvement of instruction.

It is mandatory that our educational offerings keep "in tune" with the ever-changing opportunities for entry office occupations.

The challenge for preparation of office occupations teachers is to develop professionally minded individuals who have leadership aspirations, abilities, and preparation, and who are creative innovators and experimental doers.

If we are to survive in the competitive struggle for a reasonable amount of time to prepare office students for entry jobs, it is imperative that we think wisely, plan big, and act promptly!

Meeting Personnel Needs in Occupational Education

Dr. Maurice Roney
Director of Industrial Education
Oklahoma State University

The development of occupational education services is seriously hampered by a dearth of professional leadership. The present system of teacher education is not producing administrative personnel who understand occupational education. The major problem facing education today is not simply a matter of providing classroom teachers; it is to make occupational education a recognized public responsibility. To accomplish this will require a better mix of technical and professional content in the professional study program.

The program for public school teachers must include a comprehensive study of occupational education. By the same token, the program for a specialist in occupational education must be given a broader program with emphasis on the administrative problems involved in operating a total educational program.

Because of the high level of technical competency required for the occupational education specialist, much of the professional study program for these specialists must be deferred to the graduate program.

One such source of potential teaching and leadership talent is the two-year post-high school program. Much of the specialized technical education requirements can be provided by these schools. Selected graduates of these schools can be brought to the professional education program after an appropriate period of successful work experience. With the background of training and experience (neither of which can be provided by teacher education institutions) the individual has a better understanding of the needs of students. As a teacher, he can better interpret occupational education needs to administrators. This experience should give him an understanding of the specific requirements of occupations. The professional program can supply the understanding of educational processes and administrative practices.

Education Toward Productive Employment

Mr. Millard Collins

Manager, Educational Services
Office Products Division
IBM Corporation
New York, New York

Office occupation teachers will have to be trained in more extensive skills. These teachers must impart not merely facts and basic skills, but convey the attributes and values that are an integral part of the student's performance on the job. A sixth sense will have to be added--a time sense that corresponds more nearly to the computer gathering, coding, and de-coding of data at thousands of characters per second. This is vital for the business student rather than allowing him to think only in terms of his typewritten page or adding machine type.

Problem solving, case study, and logical analysis must be introduced in most areas of our basic and specific skill education together with effective communications if there is to be success in managing a profit-making enterprise.

There is a strong and growing trend in many business enterprises today to look at where and how office employees can and should be used more effectively. Governmental agencies are also concerned with effective office operation, handling, processing of words and data to enable them to meet their required objectives. Educational systems at the local, state, and national levels are required to improve the effectiveness of their office administration personnel. Educational institutions, industrial training personnel, and the military have begun to refine programmed instruction, closed circuit television, realistic and continuing education for all employees.

The gap between management education and those who work closely with management must not be broadened, but must be narrowed to reduce costs and insure effective operations. Realistic job analysis can provide subject matter areas that should be taught. Office occupation skills alone do not equip the modern office workers to receive a firm, continuous employment. Business and office occupation teachers should keep in mind that no amount of guidance and placement of students can determine the exact career paths those students will follow. Technological changes have compelled business management to up-date from manually operated equipment to electrically operated equipment, from batteries to transistors, etc. It is possible that textbooks of the hard-back type, may be replaced with units or blocks of information to be studied? We should consider educating the total person for his life in the world of work. It should be recognized that this is not a saturation. Continued growth and development will be required in most progressive firms.

We can be optimistic on the accomplishments to date, and the expanding opportunities of the future. Course content should be revamped with close cooperation of textbook publishers and other groups producing media to insure flexibility and depth in each of the courses. The one semester, one-year basis for teaching a solid course should be looked at to determine the merit of two months, four months, or perhaps two to four weeks. Blocks of information to be taught should be determined, and this should be the governing factor in how long it takes to develop student performance in a given area. Basic knowledges, perhaps given in one or two courses, including economic and consumer education, should be considered a part of the total education of all students.

Numerous references have been made to local, state, and federal funding. We all know that these programs are stronger than they have even been for the area of office and business occupations. The challenge is to make certain that all programs for students and adult education are strong enough to merit the total expenditure. It will be necessary to stress and safeguard against the possibility of obsolescense in our basic and office skill education. Thus, a closer working relationship between business, government, and the total educational system should and can be perfected.

FOUR SUGGESTIONS

Professor George Wagoner
Professor and Head, Business and Distributive Education
and Office Administration
University of Tennessee

I want to make four suggestions which are not innovating, but I think they are simple, possible, reasonable, and workable.

The principles of data processing--unit record and computer programming--should be a part of every business teacher education program. Business teachers should understand school applications as well as business applications and be confident to advise the school on improving records, processing on machines, and such things as test analysis, grading, and class scheduling.

One of the required courses in this program should include several units in which good programmed instruction is provided. One course in our curriculum should be handled on a sound team teaching basis. One or more courses should be planned always to include the use of visual aids, overhead projector, or other aids which we expect our prospective teachers to use. One course should be set up on an individualized instruction basis such as office machines. In this course they can see how progress records are handled and the planning which should go with individualized instruction.

No vocational office education teacher should be approved within a four-year teacher education program. Teaching experience, technical education, and professional education on the graduate level should be required for full certification. I have believed this for years, and I still think it is true.

Upgrade the teachers in the field who already have degrees. A teacher in the field who has already graduated should meet certain technical and professional education requirements. Technical background should be demonstrated either in courses having been taken in the last three or four years or by proficiency examinations. On the professional education side, methods and so on might be demonstrated by satisfactory courses within the last four years. Continuing education should be expected of these people to retain their certification. I don't know what other vocational areas have been found to be desirable over the years, but I request six quarter hours or a couple of courses each year.

TRAINING FOR COMPETENCY

Dr. J. Curtis Hall
Dean, School of Business
Richmond Professional Institute

I have a startling proposal for you. I propose that we abolish business teacher education--as we know it today. Now what I'm saying is that there should be no standard program of business education and that all of this "stuff" about listing courses should go. I'm talking about so many credits in this and so many credits in that, and so on. What we need is the kind of undergraduate business teacher education programs the home economics people are talking about for the mature adult. We need programs tailored to the needs of the people who are coming into them. Let's stop talking about six credits in English, twelve credits in English or two years in English. Let's talk about the competency in communications that we need. Perhaps some students won't have to take any of these courses in college. Maybe some will not have to take any accounting. Maybe they already know enough to meet the minimum that we have set up.

Now where do you start with a program like this? Start where we are. It is very simple. Take one of the programs you have in your school. Add up all of the courses and then try to figure out what the students are getting from all those courses you are giving them now. You don't have to start from scratch, you see. What are they getting now? Let's see if we can figure it out and say, "Okay, that is what we'll aim for...that kind of competency." And then let's see if we can set up some device to measure how much of it they have when they come to us. It could be that we can cut out much of what we are doing now. There are one of two results from this: We either cut down the amount of time it takes to prepare teachers, or we can prepare much better teachers in the same length of time.

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Systems of Determining Competencies

Dr. Herbert Tonne
Chairman, Business Education Department
New York University

A possibility that deserves further consideration is the idea of eliminating all formal requirements for teacher certification and requiring a series of tests in subject matter and in teaching procedures. It has been tried, frequently, in many other countries. It has the advantage of eliminating the red tape of courses, waste of time involved in listening to irrelevant lectures, and giving full recognition to the variety of learning achieved in everyday life.

The major disadvantage is that no test can measure all the abilities involved. Moreover, most people involved as they are in the minutia of life do not have the self-discipline to do the studying by themselves needed to prepare for such an examination. Finally, it does not fit in with the American pattern for preparing for professional job competency.

Nevertheless, techniques of measuring teacher competency should be developed, either through the state education department, or better through some central agency whose judgments are accepted by the state education departments as an alternate procedure for the recruitment of business teachers. There are a considerable number of highly qualified persons available who, if they could prove competency by an organized shortcut, would be valuable business teachers.

Another widely suggested procedure for securing adequately trained business teachers is to build an entire qualification program around job experience. The British have made extensive use of this technique. Well qualified, cultured men and women in office work are invited to become business teachers. They take a pre-service training course in the summer and become probationary teachers for one year. If they show classroom competence, they take two in-service summer programs and then are permanently licensed. No formal school training was required when the program was first initiated. Many of these teachers were highly competent school masters.

The state of California has toyed with the idea of certifying, as business teachers, liberal arts college graduates who have given evidence of adequate job experience without requiring any education courses, at least at an initial basis. Serious deficiencies can develop in the use of this procedure. Job experience is necessarily limited. An office worker may be thoroughly competent in his job and still not know the gamut of job service required for teaching.

The standard American system of determining competency for teaching business subjects has been to emphasize courses as an evidence of competency. It would be most unwise to discard this procedure as a major basis for selection unless we have proved alternates. Much wiser is modification to supplement courses. Some combination of testing, job experience, and school courses seems to be the best system.

The guidelines that have been developed in business teacher education in this project should help teacher educators materially in approving their course work by innovations in job experience, testing, and programmed learning. Alternate procedures for the traditional pattern for teacher education in business should be considered as supplements, rather than as substitutes for the traditional pattern, for while the traditional pattern has weaknesses, it also has major strengths which we need to cherish and preserve.

Behavioral Competencies, Internship, Public Relations, and Societal Economics

Dr. James Marmas
Professor and Chairman, Department of Business Education and Office Administration
Acting Director, Center for Economic Education
St. Cloud State Teachers College

First, I would like to emphasize the need to develop the objectives for our various programs in overt behaviorial terms. I believe that most of the work we do in this area at the present time is too general to be truly useful in terms of developing vital business education programs on the high school level and on other levels as well. I ask the question, "Why do we use successful completion of courses as the basis for success in connection with our program?" Would we not be better to base our programs upon the behavioral competencies we want to develop in our students in general education programs, office programs, and basic business and economic programs? To do this requires that we specifically define what we propose to do in overt behavioral terms; develop programs, content, methods, and techniques to implement the desired behavior; and finally evaluate on the basis of these objectives. Meeting the objectives would be the basis for completion, rather than a specific course.

Second, I would recommend that our business teacher education program should include at least a one-year internship. The internships might be handled in various ways. Arrangements might first be made with appropriate schools that indicate interest and enthusiasm about an internship program. A master teacher, or master teachers depending upon the areas involved, could be employed in business education as well as other areas to work with the interns within that school.

Many of the things which we have been talking about at this conference--innovating, using audio-visual aids appropriately, team teaching, and other approaches of this kind--could be incorporated during the internship year. Work experience opportunities could also be provided. The master teacher or teachers would help the intern develop himself for effective teaching and be allowed time to perform this function appropriately. A team of college consultants would be established and be available for consultation. Consultants would represent the specialized areas in the program of the intern. A fringe benefit of such a plan would be the impact it would have upon other teachers within the educational system in which the intern works. This would facilitate appropriate changes in educational programs.

Third, I believe we must do a better job of orienting prospective teachers to their public relations role. We have done very litte in this area. Most of our activities in this regard are confined to our professional ranks. We write for our colleagues, we talk for our colleagues, and we meet with our colleagues. We do not communicate well with the public.

Professional Involvement

Dr. Alice Yetka

Assistant Professor, Business Education
Colorado State College

When we were talking here about the problems of education and the four-year curriculum of teacher training, it occurred to me that we're trying to bite off an awfully big hunk to try to prepare teachers for this flexible curriculum in four years. Actually what I feel we need to do is to get them involved in their profession. Too many of them accept a four-year college education as terminal education. When they get out to teach school, they forget that they have just scratched the surface. They don't really know a lot; they are not involved in professional activities; they aren't involved in business activities; and they don't know where to go for help. Their horizons are confined to what they have learned in four years of college. I've found this brought to my attention just before I came to this meeting.

Principles of Teacher Education

Dr. Lawrence Erickson
Associate Professor
Head, Graduate Business Education
University of California, Los Angeles

A good program of teacher education, it seems to me, should have as its guiding principle, flexibility. We do know that students who plan to follow teaching as a career, come to us with a variety of talents. We need to find out what they know, and then plan a program to meet their needs. Although it is true that a business teacher should have a basic body of knowledge appropriate to his field as well as a professional education background, he doesn't necessarily need to follow a prescribed curriculum which allows for little or no variation. A program which has flexibility would allow for much independent study and experimentation, among other things.

Flexibility should also carry over into student teaching, as a part of the teacher-education program. Time spent is no measure of competency; rather, the student teacher ought to develop certain agreed upon teaching competencies. He should be able to demonstrate these competencies. As an example, a student teacher should be able to state clearly in behaviorial terms which can be measured, the objectives for the course he is to teach. The achievement of these objectives by the students he teaches is one important way to evaluate the performance of a student teacher. Such evaluation, it again seems to me, is a much more nearly valid and reliable indicator of his teaching competency than is an evaluation based upon such vague measures as good rapport with students, student attention, and the like.

Student teachers, too, can be aided in their preparation for the teaching experience by proper utilization of audio-visual media, such as video-tape. A taped classroom session can be evaluated by the student teachers under the guidance of a master teacher or clinical professor. Strengths or weaknesses can be noted. Suggestions for improvement can be made. Provision, too, can be made in a simulated situation for immediate practice of suggested improvements or changes in teaching procedures. Many other approaches which will help prepare the student teacher for his classroom experience can be utilized--all will result in gains that will be reflected in an improved classroom performance by the student teacher. In addition, by means of closed-circuit television, it is possible to observe and study live classes. Similar procedures to those used with the video-tapes can be used to analyze the teaching-learning process, again without disrupting the work of the class being observed.

Another practice which seems to have value in teacher preparation is training in sensitivity. A variety of interesting experiments are now being conducted in the area of sensitivity training. Out of these experiments should come much that will be of value in increasing or improving teacher awareness of student needs and sensitivity to their problems.

Another principle that applies to student teaching is the need for a variety of teaching experiences. The student teaching program can be improved if student teachers have experiences in underprivileged areas (frequently our mid-city schools), as well as in privileged areas (the suburban schools).

Outstanding Guidelines

Mr. John Pendery
Vice President
South-Western Publishing Company
Cincinnati, Ohio

Here are a few of the guidelines that I think stand out above the others.

The first is the recommendation that both teachers and students should be exposed to actual office procedures at every opportunity. This experience is necessary with the constantly changing procedures and practices resulting from new office machines and data processing methods.

The second is that our teaching of business subjects must include more understanding of business systems. I believe the guideline as proposed is understandable to people who may not be directly connected with the office administration program.

The third guideline of importance in my opinion is the recommendation that there be better coordination of programs in junior colleges and community colleges with four-year colleges to encourage more people to enter more advanced training for business and business teaching.

The fourth guideline of great importance is the recommendation that teachers who are already in the classroom must use every facility available to keep up to date on what is happening in the office.

The fifth guideline that may have a greater impact than some others is that all office occupations teachers have an obligation to teach not only the skill subjects but also the related areas that develop in every class. An understanding of business operations is important, but teachers must use every facility available to help students find areas of great interest and potential and to help each student develop to the fullest capacity.

My final suggestion is that we take advantage of opportunities opened to us by the Vocational Education Act, not just to be spending money, but to develop the best programs possible to prepare people for the top jobs in offices. With office production costs increasing, businesses will be demanding employees who are more efficient and have greater skill.

Implications of the Proposed Guidelines

Dr. Donald Tate

Professor and Chairman of Office Administration and
Business Education Department
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To see where we may be leading ourselves by concentrating on education for office occupations, rather than by viewing the whole of education, we can first review a definition of business education. It consists of three parts--a foundation based on basic business, office education, and distributive education. From a series of individual courses, we have developed curriculums reflecting the philosophy embodied in the definition of business education.

How can we build on the gains made in business education? By continuing with the unified direction experienced in the Clinics for Office Occupations.

What are some of the weaknesses in business education? A primary weakness of business education today lies in the relationship of the business teacher to his business community. Too many business teachers are insecure in the presence of businessmen, for they don't speak the businessmen's language. They can't give advice that businessmen expect of experienced high school teachers. This shortcoming may become more acute as we send more coordinators of office education programs out to find work stations for their students. For business education to move forward, we must command the respect of the businessmand.

What can business education do to continue its improvement? More business subject matter should be offered to undergraduate and graduate business teachers. Business teachers should be taught to assume more leadership in activities such as Junior Achievement. Teachers should be taught how to form a corporation, how to market a simple product, and how to dissolve that corporation at the end of the school year. Such activites should be incorporated into the programs for office occupations youth and professional groups. This kind of experience would give business teachers a knowledge and self-assurance that would command the respect of the business community.

Business education should avoid being labeled as office education for this label may be the noose that hangs business education as known in the past.

The advances of business education's unified activity on a nation-wide basis, as evidenced in the Office Occupations Clinic, should be continued.

The End